

**CATHOLIC RELIEF SERVICES/MACEDONIA**  
**“CIVIC EDUCATION: PATH TO A CIVIL SOCIETY” PROJECT**  
**QUARTERLY PROGRESS REPORT**

**Award Number:** 165-0016-G-SS-8102-00  
**Progress Report No:** 15  
**Reporting Period:** March 21, 2002 – June 21, 2002

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**PROGRESS TOWARDS OBJECTIVES:**

CRS/Macedonia Civic Education project staff, in close cooperation with the Bureau of Educational Development (BED) within the Ministry of Education, accomplished the following during this reporting period:

- Mid-term evaluation of the Civic Education project,
- Regional Project Citizen competitions,
- Teacher training seminars for Grade 1-4 teachers,
- Filming of Civic Education activities, events, and interviews with stakeholders in preparation for production of the Civic Education video,
- In-class observations of Civic Education lessons and
- Planning for a study visit on development of evaluation systems and standards for Civic Education

**1. CATHOLIC RELIEF SERVICES**

**1.1 Staffing and Infrastructure Changes**

During the reporting period March – June 2002 there were no staffing or infrastructure changes in the Civic Education team.

**CRS' Education Department Five-Year Strategy - Year Three Implementation**

On-going implementation of CRS/Macedonia's five-year strategy on education programming continues with year-three of the strategy implementation. The Education Department has implemented a number of key activities and projects to ensure the success of the Education Department's strategic goals.

The Parent-School-Partnership program FY2002 started in October 2001, involving fourteen schools throughout Macedonia. During the reporting period these schools participated in continuing the cycle of trainings, workshops and activities to build school partnerships, including Linkages, Networking and Partnership, and Fund-raising, as well as a variety of specific needs-based workshops. During the reporting period the small grants project was implemented for school involved in the program; all schools participated in community needs assessment, prioritization and planning, the result of which, project proposals, have been submitted to CRS. During the next reporting period projects will be selected for funding and implemented through collaboration between the school and the community. The Children's Initiative program has selected 13 schools to participate in the program. Training has been implemented and published materials have

been produced to support each of the communities in developing a community program to support the needs of the children in their community. During the reporting period school communities submitted proposals to support their children's initiatives to be managed by the community. During the next reporting period projects will be selected for funding and implemented through the school community partnerships.

## **2 TECHNICAL ASSISTANCE**

### **2.1 International Technical Assistance**

#### **2.1.1 Center for Civic Education (CCE)**

During the reporting period CRS and CCE continued dialogue on the follow up to the Strategic Planning Session (May 2001) through a meeting involving CRS, CCE and the BED in late March 2002. CRS, CCE and BED continued priorities include program quality management and sustainability of Civic Education project investments. Specific discussion points during the Strategy Planning follow up included Civic Education curricula development for pre-service teachers in Macedonian universities, the development of a resource center for a variety of Civic Education users and the development of Civic Education standards for primary education. As a result of the meeting the BED will develop a plan of activities for the development of Civic Education evaluation tools and standards, planned implementation during the period September 2002 – September 2003. Both CRS and CCE plan international technical support in the form of consultancies to the Civic Education program during the next year to support the program and the BED in meeting priorities in this area. During the period of the mid-term evaluation CCE participated in a conference call with the evaluators.

#### **2.1.2 Scottish Qualifications Authority (SQA)**

During the reporting period two consultants from SQA were selected for implementation of the Civic Education Mid-Term Evaluation. SQA is the national body in Scotland for the development, assessment, certification and accreditation of qualifications (other than degrees). SQA has been central to the reform process in Scottish education and has established a reputation for innovation and development of a high quality system. SQA supports the development of qualifications systems internationally through the provision of consultancy services and training in Central and Eastern Europe, the Middle East, Sub-Saharan Africa, the Caribbean, and Central and South America. The local USAID mission has been updated on recent developments in the selection of the consultants for the Mid Term Evaluation.

During May 2002, the Civic Education project implemented the project mid term evaluation. Mr. Stuart Allison and Dr. Robert Young, consultants from the SQA implemented the evaluation. The aims of the evaluation were to review the implementation and impact of the Civic Education activities, assess the extent to which the Civic Education project is achieving its objectives, assess the impact and sustainability of Civic Education program results; and provide recommendations on components to improve the implementation of the project. The evaluation was implemented throughout Macedonia through questionnaires, structured interviews, classroom observations and audits in evaluating the program with all participants

involved in the program; schools staff, students, parents; program implementers; the Bureau of Educational Development, the Ministry of Education, Catholic relief Services / Macedonia and the program donors, the United States Agency for International Development.

Key conclusions from the evaluation include that:

1. Initial training by the Center for Civic Education and the subsequent training by the BED advisers and the selected teachers were rated very highly by the teachers who had been trained. They felt well prepared to undertake the implementation of the project and the new teaching methods. There was extremely positive feedback on the quality of this training and the support given by CRS.
2. The project was having a very positive impact on the learning experience of students from kindergarten through to Grade 6. The students were active in their learning and were “learning by doing”. They were enjoying civic education as a subject and were willing learners. Students were willing to discuss aspects of civic education with the external evaluators. They were working hard on their Project Citizen portfolios and pleased with the challenge. The whole class was coming together to plan the overall strategy and then working in groups on one of the four aspects. All students were involved in the presentations. They were tackling everyday issues that were pertinent to them. Teachers had detected an improvement in student attitudes to class work and to the school as a result of the project.
3. Teachers had changed their teaching methods as a result of the project and this was permeating through to their “own” subjects”. Teachers of different disciplines were coming together to advise pupils on their portfolios. This was making the civic education in particular, but also other subjects, more popular with the students.
4. Parents were becoming more involved in the life and work of the school through the project. They were learning from their children about civic education and how to raise issues of importance to them. At one school visited the parents had constructed a safe playground for their children. In addition to parents the local community was becoming more involved.
5. Classroom observation and visits to showcases were seen to be, in all cases, very good. The co-operation of the schools with respect to interview schedules at all times was most appreciated. The level of information and comment through the interviews was of the highest order and made a significant contribution towards the recommendations in the report.
6. As the full evaluation report indicates, “if one word has to be used to sum up this project then it would be the word “ENTHUSIASM”. There was considerable enthusiasm shown by the project staff as a team, BED and all stakeholders at school level and enthusiasm for the project by all stakeholders”.

Please refer to **Annex 1** for the full mid-term evaluation report (June 2002). A follow up meeting with a selected group of program participants and stakeholders is planned for September 2002 to respond to recommendations of the evaluation and plan the annual program of activities accordingly.

## **2.2 Local Technical Assistance**

### **2.2.1 BED/MOE/Civic Education Working Group**

The Bureau of Educational Development Civic Education Working Group continues to be active in the planning and implementation of project activities. The Leader of the Working Group participated actively in the implementation of the mid-term evaluation; coordinating questionnaire sample selection, distribution and collection, meeting and classroom observation arrangements throughout Macedonia. As previously reported the Civic Education Working Group has expanded its membership through increased involvement of BED staff and teachers from a variety of geographical regions in Macedonia. Specific Working Group activities during this reporting period include:

- Coordinating in-class observation by BED staff;
- Coordinating regional teacher training;
- Development of the Civic Education newsletter;

Planning and coordination of follow up activities for training on evaluation; development of pilot and national student Civic Education testing mechanisms to assess student attainment and skills development.

## **3. MINISTRY OF EDUCATION / BUREAU OF EDUCATIONAL DEVELOPMENT OF MACEDONIA**

The key issue that affected the Ministry of Education during this reporting period was the general strike of 80.000 employees from the public sector, including teachers and school administration staff. The strike was called by the Union Association due to the continued low level of salaries in the public sector, and a large number of cases of un-paid back payments from December 2001 onwards. During this period the teachers and the school administration staff were at their working places but no classes were held with the students. The Union managed to exert pressure on the Ministry of Education and government of Macedonia to raise salaries of public sector employees.

## **4. PROJECT RELATED ACTIVITIES**

### **4.1. Regional - Grades One through Four teacher trainings**

The third cycle of the regional Foundations of Democracy teacher trainings started in June 2002. By June 21, 2002, CRS and BED ensured successful implementation of 11 training seminars throughout Macedonia, through which 268 teachers were trained. This training cycle, of teachers preparing to work with Grade 1 students will be completed prior to the beginning of the school year 2002/2003 and will include the remaining Grade 1 teachers.

On completion of the training seminars teachers completed and evaluation on the training and curricula program. The evaluation questionnaires were compiled and indicate the following: the working conditions, working materials, the atmosphere and the methodological approaches during the Foundations of Democracy training seminars were rated as excellent by almost all participants. Almost all of the participants felt strongly that, through their participation in the training, they expanded their skills and awareness of interactive and participatory teaching and learning methodologies. Almost

all participants felt they have opportunities to introduce Civic Education as a cross-curricula subject and were ready to implement the program with their students. Almost all teachers also indicated that they had used the training opportunity to share experiences and ideas with other teachers at the seminar. The degree of understanding of concepts, degree of ability to work with concepts and the degree of ability to implement the intellectual tools were highly rated by the most of the teachers for all four concepts. Please refer to the **Annex 2** for compiled results from the Foundations of Democracy training seminars.

#### **4.2 TraiNet Database**

USAID TraiNet database is updated with all information related to the each Civic Education teacher-training seminar conducted during the reporting period (participants, trainers, evaluation and training costs). Please refer to **Annex 3** for summary reports from the updated TraiNet database.

#### **4.3 Production and Distribution of Textbooks**

A printing company was selected through a tender procedure for the printing of Grade 4 textbooks for the pilot program and Grade 3 textbooks for national distribution for academic year 2002/2003. Textbook materials were submitted on CD Rom to the printing company. All Grade 3 and Grade 4 textbooks will be printed in full color as a recommendation from the mid-term evaluation.

#### **4.4 In-class Observations**

During the reporting period CRS Civic Education staff and BED advisors were involved in number of in-class observations throughout Macedonia. Implementation of the Foundations of Democracy program was observed in Kindergarten and Grades 1 – 3 classes and implementation of the “We the People . . . Project Citizen” program in Grade 5 and 6 classes. Classroom observations schedules were developed in advance through planning between CRS and the BED, and the sample lessons observed were selected based on diversity of grade, region, rural and urban area, and teaching language.

The school visits in classrooms throughout Macedonia continue to provide increased awareness on how students are responding to the programs, how project materials are used and viewed by the teachers and how teachers perceive the implementation of both programs. The results from the observations show that lesson activities are increasingly interactive, implemented in a pleasant atmosphere and students are motivated to work on both programs areas. Please refer to **Annex 4** for the summary report on “Foundations of Democracy” in-class observations and **Annex 5** for the summary report on “We the People ... Project Citizen” in-class observations.

#### **4.5 Civic Education Newsletter Production**

Materials and articles from parents, students, teachers, school directors and BED advisors related to the Civic Education project activities and events were collected in preparation for publishing of the fifth edition of the “Civic Education – Today” Newsletter. CRS Civic Education staff and the Leader of the Civic Education Working Group from the BED were involved in the initial selection of materials for submission to the Editing

Committee. Editing committee activities are planned for August prior to subsequent preparation for newsletter production in September.

#### **4.6 Mid Term Evaluation of the Civic Education Project**

As reported in **2.1.2**, during this reporting period CRS Civic Education and BED staff were involved in planning and preparations for implementation of the mid-term evaluation of the Civic Education project.

Preparations for the evaluation included implementation of a pre-evaluation questionnaires. The questionnaires, prepared by SQA were translated and distributed to a sample of students, teachers and parents in total of 15 schools from different regions throughout Macedonia. These questionnaires were then compiled and were sent back to the external evaluators as a basis of evidence to support the field interviews and classroom observations during the project evaluation in Macedonia. CRS coordinated all logistical arrangements related to the implementation of the evaluation with support from the implementing partners.

The mid-term evaluation was conducted from May 20 – May 25, 2002. During this period there was a general strike by the teachers and the public administration. However, the schools expressed the desire to go ahead with the program as previously arranged.

The final report was received in June 2002 and a copy of the report was sent to the Minister for Education, all implementing partners, the project donor and selected group of program participants that had contributed to the data and evidence collection during the implementation of the evaluation.

#### **4.7 Project Citizen Regional Competitions**

During the second year of national implementation of the program “We the People... Project Citizen” CRS in coordination with the BED planned to organize regional Project Citizen competitions for Grade 5 and 6 students throughout Macedonia. Prior to the Regional Competitions implemented during May 2002, in schools throughout Macedonia students presented their portfolio to their parents, teachers, other students and community members; demonstrating their knowledge and understanding of how public policy is formulated.

All schools in Macedonia were invited to apply for the Project Citizen competitions with their best school portfolio. From the applications received a selection process at the regional level selected the three best school portfolios. In Tetovo, Skopje and Kumanovo the teaching languages are both Macedonian and Albanian, as a result in these regions three portfolios per teaching language were selected.

During the period June 2 – June 11, 2002 in the twelve regions of Macedonia 15 regional Project Citizen competitions were held. Please refer to **Annex 6** for a summary evaluation of the Project Citizen competitions implemented by CRS, and details of schools participating and projects presented through the competitions.

Results of the evaluation indicate that schools had selected a diverse spectrum of topics for analysis through the project; Health and Hygiene, Environment, Children’s Rights, Disabilities, Anti-social Behavior, were just a small number represented through the

competitions. All schools participating had not only researched the problems selected, but also had developed an action plan, often requiring revision of public policy to resolve the problems. All of the competitions had media coverage. In almost all competitions the community helped in making the arrangements for the event, aside of providing considerable support to the students and teachers as they implemented their projects. CRS Civic Education staff ensured that all students that participated in the competitions were awarded with a certificate authorized by BED and CRS officials, and printed T-shirts. CRS also ensured that the winning class in each of the regions was awarded with teaching aids selected according to the student's priorities.

#### **4.8 Civic Education Introduction in Special Needs Schools and Institutions**

This pilot project continued with the implementation in two Grade 3 classes in the Institute for Children with Hearing Difficulties "Koco Racin" in Bitola. During the first semester of the academic year 2001/02 teachers from the institute used the existing curricula program from Foundations of Democracy to develop materials and lesson plans for the teachers and students on the concepts responsibility. The curriculum was piloted during the second semester of the school year for two lessons a week through Macedonian language and speech, Nature and Society and Art lessons. Teachers used role-play, dramatization, group work, discussions, stories and creative arts to support the students in their learning. Students appeared to enjoy the lessons and were responding well to the level and content of the curricula, the teachers indicate that they too enjoy the lessons. As a result continued curricula adaptation of further concepts will continue prior to piloting of the Foundations of Democracy curricula for children in special needs institutions.

#### **4.9 Video presentation of Civic Education**

Planning and initial implementation of activities for the production of a short video presenting Civic Education curricula in Macedonia was achieved during the reporting period. It is planned that the video will be used by national and local television stations to promote development and excellence in Citizenship education in Macedonia, while being available as training and teaching resource for educators in Macedonia.

The Civic Education Working Group with representation from the Bureau of Educational Development and CRS developed a work plan and timetable of activities, created the first draft of the text and filming plans, and implemented filming of Civic Education activities, events and interviews with a wider group of stakeholders in schools throughout Macedonia. The narrative text and editing film will be submitted to CRS, and USAID for review and further editing during the next reporting period prior to production of video tapes for dissemination to television stations and BED staff for promotional purposes from October 2002 onwards.

#### **4.10 Follow up on the Evaluation Training**

In order to define and prioritize the next steps in developing Civic Education evaluation tools for students, a follow up meeting on evaluation training was held on April 18, 2002

in Skopje. Two working groups were established and action plans for the activities related to the development and piloting of evaluation tools for students were developed. The working groups including BED advisors, teachers and CRS staff members. The working groups agreed that pilot implementation of the evaluation tools could be achieved in Spring 2003.

The book "*How good is our school*" from the Scottish Qualifications Authority (SQA) a tool used in Scotland for supporting teacher and student self-evaluation of Citizenship, and developing a whole school approach to development planning and evaluation of school citizenship, was translated and distributed to the participants of the evaluation training to serve as support material in the development of participatory and sustainable evaluation tools for the Civic Education program of study.

To compliment this activity CRS have worked with the BED in planning for a study tour for Ministry of Education, BED, and CRS staff, and teachers to gain exposure to evaluation systems and standards development, and management in Citizenship education in Scotland. The study tour is arranged through the Scottish Qualifications Authority. During this reporting period the agenda for the visit proposed for September 16-September 20, 2002 was finalized in coordination with CRS, SQA and the Leader of the Working Group from the BED and a contract was drafted.

The proposed goal of the study tour would be gain increased awareness and exposure to methodologies of quality management in Citizenship education practice in Scotland. Specific areas include:

- a) Evaluation – classroom, school based and national systems  
Self Evaluation and External Evaluation
- b) Standards development and implementation – classroom, school based and national application, and stakeholders involvement and process of development
- c) Roles and responsibilities of stakeholders – directors, teachers, advisors and parents
- d) Curricula and Teaching tools / resources development

Please refer to 5.8 for further details of the planned activity.

## **5. FUTURE ACTIVITIES**

### **5.1 Regional Teacher Training**

During the next reporting period, CRS Civic Education Project staff will continue providing support for training of teachers from the present Grade One through Four in the Foundations of Democracy curricula program and the present Grade Eight Homeroom teachers in Project Citizen curricula program for implementation in Grade Five classrooms during academic year 2002 - 2003.

### **5.2 Textbooks**

The production of the Grades Three and Four "Foundations of Democracy" textbooks in three languages will be completed in late summer and distributed in September 2002. Under this grant the "Civic Education Grade Five and Six" textbook developed by the



BED, introducing the structure of Macedonian school, and the local and national government will be printed in summer and autumn 2002. Also an additional number of Grade 5 teacher guides will be printed during the next reporting period, for two next generations of teachers for implementing “We the People... Project Citizen” curricula.

### **5.3 Civic Education Newsletter**

Preparations for production of the fifth edition of the Civic Education newsletter will continue during the next reporting period. This includes the final approval of selected materials by the editing committee, as a result preparation of the graphical design and the layout of the newsletter in Macedonian will occur. Simultaneously the text materials will be translated into Albanian, Turkish and English and will be laid out in newsletter format. Final printing and distribution throughout Macedonia is planned during September 2002. All students, teachers and school management staff involved in the programs will receive a copy of the Civic Education newsletter.

### **5.4 Regional Seminars for Parent Council Members**

Continued implementation of Civic Education seminars for Parent Council members is planned for September 2002. Previous implementation led to low levels of participation by Parent Council members, and it is suggested that implementation in September will have the effect of increasing levels of participation due to the start of the new school year.

### **5.5 Project Citizen Student Competitions**

The 15 winning schools from the regional Project Citizen competitions will receive their awards of teaching aids, selected according to their school priorities in September 2002. The teaching aids will be purchased and distributed by CRS directly to the schools at the beginning of the school year 2002/2003.

### **5.6 Project Citizen Exchange Model**

As previously discussed, a new initiative for enriching the Civic Education ‘We the People ... Project Citizen’ curricula program is presently in the planning stages for this year. The Macedonian model, Civic Education Exchange Model, aims to establish strong linkages among schools with different ethnic backgrounds by using computers, e-mail and Internet. This program is presently under negotiation with the BED and will be initiated during the next reporting period.

### **5.7 Video presentation of Civic Education**

During the next reporting period the video material will be edited and have audio and video synchronization to ensure a professional quality 30-40 minute video. The first draft of the video will be submitted to the donor and CRS for review prior to revisions and further editing based on recommendations.

### **5.8 Study visit**

During the next reporting period the list of the participants for the study tour will be finalized, a contract signed between SQA and CRS, logistical arrangements will be completed. Participants will be brought together for a number of meetings in planning for

the implementation of the study tour, to develop action plans and roles and responsibilities during the visit and as follow up on completion of the activity. The study tour will be implemented during mid-September and participants will be required to meet to continue planning and follow up as a result of the study tour.

#### **6. FINANCIAL ACTIVITY**

Please refer to **Annex 7** for the Budget Comparison Report covering the period March 21, - June 21, 2002.